

AMBIGUITY FOUND IN *CREATIVE ENGLISH* TEXTBOOK:

CONTENT ANALYSIS



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education in English Department**

by:

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

AMBIGUITY FOUND IN *CREATIVE ENGLISH* TEXTBOOK:

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TESTIMONY

The researcher hereby declares that there is no plagiarism in this research paper. There is no other works that has been submitted to get bachelor degree. There is no opinion that has been written or published before, except the written references which are referred in the previous study and bibliography. If any incorrectness is proved in the future dealing with my statement above, the researcher will be fully responsible for that.

Surakarta, February 2014

The Researcher

A handwritten signature in black ink, appearing to be 'Riza' followed by a stylized 'F'.

Riza Fatimah

MOTTO

“With difficulty is surely easy” (QS. Al-Inshirah: 6)

“A journey of a thousand miles begins with a single step. Confucius All the breaks you need in life wait within your imagination, Imagination is the workshop of your mind, capable of turning mind energy into accomplishment and wealth.”

(Napoleon Hill)

Imperfection is beauty, madness is genius and it's better to be absolutely ridiculous than absolutely boring (Marilyn Monroe).

“But just because you bury something, that doesn't mean it stops existing.” (Jenny Han).

Before anything else, preparation is the key to success (Alexander Graham Bell).

Well done is better than well said (Benjamin Franklin).

DEDICATION

This research is dedicated to:

My beloved and honored parents, Ibu Sri Suhana and

Bapak Sukanto

My beloved husband, Mas Putut

My beloved daughter, Aqila

My wonderful friends “Atank”

ACKNOWLEDGMENT



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The Researcher

Riza Fatimah

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ABSTRACT

RIZA FATIMAH. A320100195. AMBIGUITY FOUND IN CREATIVE ENGLISH TEXTBOOK. RESEARCH PAPER. MUHAMMADIYAH UNIVERSITY OF SURAKARTA, 2014.

This study deals with the ambiguity that is found in *Creative English* textbook. The aims of this research are (1) to describe the types of ambiguity, (2) to describe the frequency of each types of ambiguity, (3) to describe the dominant types of ambiguity, (4) to describe the causes of the ambiguous sentences, and (5) to describe the ways to disambiguate ambiguity.

The type of this research is descriptive qualitative research. The data of this research are all ambiguous English words, phrases, or sentences which found in *Creative English* textbook. The data collection technique is documentation. The technique of data analysis is descriptive qualitative. The researcher uses the theories of Kreidler, Fauziati, Prideaux and Baker to analyze the types of ambiguity.

The results of the research show that (1) the researcher finds all the types of ambiguity, there are: lexical ambiguity, referential ambiguity, surface structure ambiguity, and deep structure ambiguity; (2) the frequency of each type of ambiguity are lexical ambiguity consists of 34 ambiguous sentences (17, 44%), referential ambiguity consists of 140 ambiguous sentences (71, 79%), surface structure ambiguity consists of 17 ambiguous sentences (8, 72%), and deep structure ambiguity consists of 4 ambiguous sentences (2, 05%); (3) the dominant types of ambiguity is referential ambiguity; (4) the causes of ambiguity are without context, ambiguous word order, improper or missing punctuation, and faulty pronoun reference; and (5) the ways to disambiguate the ambiguous sentences are by using paraphrasing, adding preposition, moving sentence construction, adding additional context, and using picture.